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*Problem****:*** Special Education students typically have behavioral problems and difficulties focusing in a classroom setting. The task of behavioral management often becomes the teachers’ main focus and distracts from valuable instruction time. Certain classroom environments do not nurture these types of students’ learning styles and could deter a child’s motivation and acceptance of instruction. The majority of subjects taught throughout the school day tap into students’ logical thinking skills, in other words, the left side of the brain. Art, however taps into the right side of the brain and deals with the learner’s senses and imagination. It is important to understand how arts instruction impacts the spirit and emotional responses of a child and serves as a vehicle for developmental learning. Art is a catalyst for creative expression, social development and can aid in problem solving. Because of budget cuts, many students do not receive any arts instruction outside of their regular classroom. Therefore, art-based activities should be structured within the regular classroom setting and aimed towards managing on-task behavior of students with special needs and unique learning styles.

*Hypothesis:* In attempting to manage on-task behavior of special education students by incorporating activities used in Art Therapy practices, I anticipate that the students will be receptive to this strategy and their behavior will improve. I believe there will be less student disruptions and more social interaction among peers. Students will build stronger relationships with each other through collaboration and there will be positive reinforcement from the teachers to build confidence. By implementing art therapy activities into the classroom of special education students for six weeks, 3 times a week for 45 minutes, there will be a positive increase to their on-task behavior.